

Graduate Teaching
Fellow
Mentoring Program

Radford University
English Department

2007-2008

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Introduction

This handbook is intended as a guide for all members of the Graduate Assistantship Program. It defines program policies and outlines specific responsibilities for first-year GTFs, second-year GTFs, Mentors, and the Program Coordinator.

While the handbook addresses all members of the program, it has been written particularly with new Graduate Teaching Fellows in mind. As GTFs in our department, you will undergo a two-year initiation into the community of composition teachers. It is a community rich with diverse personalities, teaching styles, and philosophies, but its members share one important characteristic—a commitment to teaching students. We believe that your teaching will benefit from the experience.

As you gain experience with students, read the composition scholarship, and participate in conversations and workshops with the Mentors and other GTFs, you will develop your own philosophy of teaching composition. During this process you will also contribute to the professional growth of the other Program participants—GTFs and Mentors—by sharing your experiences, your ideas, and your questions.

Please refer to this handbook whenever questions arise as to your role or responsibilities as a teacher in the program. The handbook is divided into the following main sections:

- English Department Mentors and GTFs
- Role Definition and Clarification for GTFs
- Administrative Policies of the GTF Program
- The Learning Assistance and Resource Center: Its Role in the GTF Program
- Policies Governing GTFs' Teaching

Section One: English Department Mentors and GTFs

RU English Department GTF Mentoring Program, 2004-2005

| First –Year GTFs | Second-Year GTFs |
|----------------------------|-------------------------|
| Kathryn Bondurant | Sarah Bostock |
| Bryan Cowing | Antonia Garcia |
| Laurel DeVoto | Cameron Horn |
| Eric Linkenhoker | Janet Little |
| Jason Long | Terry Lovern |
| Tessica Venteicher-Shulman | Philip Scott McReynolds |
| | |
| Mentors | |
| Renee Dickinson | Erin Webster Garrett |
| Kim Gainer | Laurie Cubbison |
| Rick Van Noy | |

Program Coordinator: Laurie Cubbison
 Learning Assistance and Resource Center Coordinator: Theresa Burriss

Important Dates

GTF Due Date in Radford: Thursday, August 10, 2005

Orientation:

Technology Training for First-year GTFs - Friday, August 10
 Orientation Workshop - Monday through Wednesday, August 13-15
 Department Meeting - Thursday, August 16

Registration:

Wednesday, August 15, 1:00, with Dr. Witkowsky

Campus Tour:

Thursday, August 16, with 2nd-year graduate students

Opening Party and Welcome:

Saturday, August 18 at Kim Gainer's house

First Day of Class:

Monday, August 20

Section Two: Role Definition and Clarification for GTFs

As a GTF you have dual roles: you are both graduate student and English instructor. This section of the manual describes features of these roles so that you may better understand the relationship between them. The explanations appear under the following headings:

The GTF as Graduate Student

The GTF as Instructor

Relationship with Mentor

Relationship with Students

An Overview of Expectations for First-Year GTFs

The GTF as Graduate Student

Determining Your Graduate Courses

An early plan for coursework will give you control over your schedule, so looking ahead at the graduate course schedule and planning for classes will help as you start each teaching semester. Several requirements must be met, however, at specific times during your Assistantship.

Radford University follows the standard set by the Southern Association of Colleges and Schools, its accrediting agency: “All faculty who are fully responsible for a class must have earned 18 hours, at the graduate level, in their discipline.” During your first year, then, you must take 18 semester hours in order to continue as an instructor for the second year. Six of those hours will be the required courses ENG 600: Research Methods, and ENG 651: Teaching Expository Writing.

As you begin your graduate study, you should also bear in mind that you are expected to maintain a GPA of 3.0 or higher. GTFs are selected for their academic potential as well as their potential as teachers, and the Graduate College will not permit you to continue teaching if your GPA falls below 3.0. Your graduate advisor and your Mentor will always be available to you if you need to discuss problems with your studies.

Second year GTFs must register for ENG 655: Practicum in Teaching Expository Writing during each semester of the second year. The practicum gives academic credit for your two-year participation in the GTF program, including meetings with GTF program coordinator, class visits, and workshop attendance, and serves to fulfill the mentoring requirement for the second year. For other required courses within your individual program, see the graduate catalogue and consult a faculty advisor.

Although most of your courses will be graduate level (600), you may want to take undergraduate courses in your field of study. The maximum undergraduate hours acceptable for the graduate degree is six; again, check with your advisor to make sure specific courses will be applied toward your degree.

Special Note on Minimum Enrollment for Graduate Hours: As a Graduate Assistant, you are generally expected to enroll for 9 credit hours each semester. For first year GTFs, as mentioned above, it is essential to complete 18 hours in the first year in order to continue in the Program as “teacher of record.” For second year GTFs, it is important to make timely progress toward your degree. However, if other graduate credits allow you the freedom to take fewer than nine hours in a given semester, the Graduate College will allow you to enroll for **6** hours and still be classified as a “full-time” student by the university; in such a case, be sure that any insurance policies and financial aid you have will not be affected by enrollment for fewer than 9 hours. We do **not** recommend that you enroll for more than 9 hours in a semester, even if you are used to taking a heavy load as an undergrad. Graduate courses are more demanding than undergraduate courses, and your role as a GTF adds to your workload.

Scheduling Your Time

Balancing responsibilities as graduate student and instructor is an individual adjustment. Each role will take priority at different times and you will find your own pace for meeting the demands. In view of the fact that your role as student should take precedence, the following suggestions are offered:

- When you receive your Mentor’s syllabus, mark dates when papers, tests, conferences and the like on a month-at-a-glance calendar;
- Add due dates and test dates for your graduate classes as soon as you receive those;
- Include dates from the GTF schedule of meetings and your regular team meetings; scheduling in these dates will help you plan ahead for important deadlines;
- Based on the above, pencil in tentative dates for returning student work.
- Bear in mind that these roles are very time-consuming and you may need to make compromises in your personal life.
- If you are interested in bolstering your resume, you should volunteer to work in the Learning Assistance and Resource Center (LARC). Within the first three weeks of the semester, contact Theresa Burriss and Tracey Mattson to set up your training.

The GTF as Instructor

At Radford University, the Graduate Teaching Fellow is accepted as a faculty instructor and given many privileges as such. The following is a list of some of the benefits you will enjoy as an instructor:

- Use of faculty workroom on the fourth floor of Young Hall
- Use of departmental computers

- Use of photocopying (for instructional materials only, such as syllabi and assignments—not outside readings)
- Use of secretarial assistance from the GTF Program's Administrative Assistant
- Use of an office and office supplies provided by the department
- Invitation to departmental meetings and social functions

Not only will you work with a Mentor from the department and be frequently in the company of the other Mentors in workshops and meetings, but you will be taking classes with a number of other English faculty. In this way you can take advantage of your access to the department and learn about others' teaching styles.

The use of secretarial assistance, photocopying, departmental laser printers, and long-distance telephones is restricted to instructional support only (for the classes you teach and for the GTF program). These services are not to be used for your work as a student. You should not take advantage of your access to university resources for your own personal use.

Relationship with Mentor

The English Graduate Assistantship Program supports Radford University's emphasis on pedagogy. When you become a GTF, you are assigned to an experienced English faculty member with whom you will work closely in planning and teaching freshman composition classes. This unique learning experience cannot be attained in conventional graduate courses.

The GTF-Mentor relationship is a collegial one which will include meeting together to share teaching ideas, lesson plans, grading strategies, problems and successes. Class visits between Mentor and GTF contribute to the development of teaching philosophies between members of the team. Observations and follow-up discussions are a powerful tool of learning for all participants.

Because the first-year GTF is not instructor of record, the Mentor will be responsible for forms requiring a faculty member's signature. These include such documents as rosters and grade sheets. Because the faculty mentor is officially and legally responsible for the section, the 1st-year GTF must stay in close contact with the mentor. Second-year GTFs, having earned 18 graduate hours, are classified as instructors of record, will be listed in the university schedule of classes, and do have authority to sign class forms. However, all GTFs are expected to be teaching under the guidance of their Mentor rather autonomously.

Relationship with Students

As a Graduate Assistant, you are given the authority and responsibility to conduct your own class. At the same time, you will be working under the guidance of your

Mentor. Mentors of first-year GTFs will provide a syllabus, as well as regular plans, activities, and suggestions, particularly during the first weeks of your assistantship. Gradually, you will be encouraged to try out your own ideas, in consultation with your Mentor. Teaching styles differ, and you will develop your own as you gain experience, visit other classes, and discuss techniques with your team, other GTF-Mentor groups, and faculty colleagues.

The name which you ask students to call you is an individual matter. If you find that decision a difficult one, discussing possibilities with your Mentor and several second-year GTFs may help you settle on the choice that best fits your personality. Other details of the teacher-student relationship may be discovered in the same way.

Experienced instructors agree that the surest ingredient of successful teaching is preparation. The instructor who has a plan for each class session and has reviewed it and prepared for it is more likely to be an effective class leader. Students appreciate a confident guide, and you can accomplish that by being well-prepared.

An Overview of Expectations for First-Year GTFs

1. Teaching Responsibilities:

One section of English 101 in the Fall and one of English 102 in the Spring of your first year. Both are required General Education Courses for Freshmen.

2. Course Description for Your Students:

The first year you will have your Mentor's course description to rely upon. You and your Mentor will work closely to implement this course description in accordance with your instincts as a teacher and the departmental objectives. (In your second year, you will develop a course description that is entirely your own, after having worked in the Program and having taken English 651: Teaching Expository Writing.) The GTF Program Handbook describes course objectives that need to be used in designing any 101 or 102 course.

3. Connection between Your Class and Your Mentor's Class:

Since every teacher has a somewhat different personality, style of teaching, and set of instincts for accomplishing course goals, GTFs and their Mentors may not teach day by day lessons in exactly the same way. The difference between students in one class and another may itself require differences in timing or approach. *However, GTFs and Mentors need to work closely so that each understands what the other is doing and why.* The connection should be such that the mentor can step in and teach the section in an emergency.

4. Relationship with Your Students:

You will be your students' teacher, the one who meets with them each day, works with them individually, and evaluates their work. Your Mentor will give you guidance and support in your teaching and will also be the official teacher of

record for the university. But you will have the primary responsibility for working with your students.

5. Relationship with Your Faculty Mentor:

You will work closely with your Mentor and another GTF in your GTF Team. You and your Mentor will meet frequently to discuss your teaching, either by yourselves or with the entire team. Your Mentor is there for you to consult with whenever you have questions, concerns, or ideas you want to talk over with another teacher.

Your Mentor will visit your class 3 or more times during each semester of your first year. You will also observe your Mentor's class and, if you wish, the classes of other teachers (including GTFs). Your first semester, you must make 4 visits, at least 2 of these to your Mentor's class; your second semester you must make 4 visits, at least 2 of these to your Mentor's class. These visits are intended to be supportive and to promote mutual reflection and conversation about teaching.

6. Relationship with Second-Year GTFs:

While your Mentor is your appointed guide and resource person, second-year GTFs have a valuable perspective as veterans of the Program who know about teaching from a GTF's perspective. You are encouraged to visit their classes and raise teaching questions with them (as well as with your team).

7. Relationship with Program Coordinator:

The Coordinator is available to help you in any way when you would like to discuss matters pertaining to teaching, the Program, and your place in it. Questions and concerns as well as input and suggestions are always welcome.

8. Other obligations besides Teaching:

You will be expected to attend all Program meetings and workshops, including the Orientation Workshop held the week before school begins and the other meetings scheduled throughout the year.

You will be required to take English 651: Teaching Expository Writing. You will be required to register for the practicum English 655 each semester of your second year; this "course" gives you non-degree credit for your participation in the GTF program, gives you a full-time load of 9 semester hours each semester, and allows the department to provide its teaching assistantships to GTFs. It also serves as your mentoring commitment in your second year, with the program coordinator teaching the course and serving as the second-year mentor.

You will also participate in a written evaluation of your work within your team, so that you and your Mentor receive feedback on the work you are doing together.

PLEASE CONSULT YOUR MENTOR OR THE COORDINATOR FOR FURTHER

INFORMATION.

Section Three: Administrative Policies of the Graduate Teaching Fellow Mentoring Program

The GTF Mentoring Program at Radford University offers English Department graduate students the opportunity to become familiar with the teaching of composition at the college level. Not only will these students be introduced to the theory and practice of composition, but they will participate in a collegial relationship with members of the faculty, including a faculty mentor.

The GTF Mentoring Program provides an individual, mutually supportive relationship between the graduate student and a faculty mentor. They are committed to maintaining a dialogue about teaching and effective teaching practices. This dialogue fosters an atmosphere of trust in which learning and growth can occur for both mentor and GTF.

The concept of mentoring is central to the program. The faculty member serves as a model for the GTF in demonstrating strategies for designing course syllabi, introducing freshmen to the processes of writing, responding to student work, and making the classroom a place of active learning. Through individual meetings with the Mentor and by attending the Mentor's classes, the GTF will develop strategies for classroom activities, conferencing, grading, and other instructional situations. As the first year progresses, GTFs will modify these teaching strategies—with their Mentor's guidance—to reflect GTFs' developing understanding of themselves as teachers.

The Program creates an interactive community. The GTF will share ideas and experiences with fellow GTFs and faculty members in workshops, meetings, and classes. Having explored a variety of approaches to teaching, GTFs will then find their own means of accomplishing departmental goals as teachers of their own classes. During the GTFs' second year of teaching, they are responsible for selecting the texts, designing the course, and using those methods of instruction they find best for themselves as teachers and for their students as writers. The cooperative and collaborative nature of the Program requires that all its participants meet specific responsibilities for their particular roles. These responsibilities are defined in the following pages.

I. Program Structure

The GTF Mentoring Program is structured to allow GTFs to work closely with faculty Mentors. Each faculty Mentor typically will supervise and evaluate two first-year GTFs or three second-year GTFs, although these numbers may vary with Program enrollment.

The Mentor will carry a five-course load each semester while working with two first-year GTFs; this will include three sections of ENG 101 or 102 per semester. The Mentor will serve as Instructor of Record for all sections, although each GTF under the Mentor's supervision will teach one section. The Mentor will provide the course content and structure (course syllabus, assignments, textbooks, lesson plans, etc.) and will meet with the GTFs to discuss composition theory and pedagogy and to provide feedback on the GTFs' progress.

During the second year, the Mentor will carry a three-course load per semester and will continue to supervise and evaluate GTFs as part of ENG 655--Practicum in Teaching Expository Writing. The Mentor will assist GTFs in designing 101 and 102 courses and will act in an advisory and supervisory capacity.

The Program Coordinator will design and carry out all administrative and programmatic functions, including supervising Mentors and GTFs. The Coordinator will meet with mentors and first- and second-year GTFs to discuss special topics in composition theory and pedagogy. The Program Coordinator will also conduct, with the assistance of the Mentors, a workshop prior to the start of the Fall Semester.

Program Objectives

- Provide a systematic program to allow GTFs to develop a comprehensive and integrating view of composition, the teaching of composition, and the discipline of English.
- Provide the opportunity for GTFs to examine various contemporary theories of composition and of the teaching of composition.
- Provide the opportunity for GTFs to examine research on composition and the teaching of composition.
- Provide the opportunity for GTFs to examine various methods of teaching composition which derive from these theories and research.
- Provide teaching experience for GTFs under the supervision of faculty members.
- Provide the opportunity for GTFs to develop and implement their own composition courses.

Administration of the Program

Role of Department Chair

- Appoint Program Coordinator, who will be responsible for coordinating the GTF Mentoring Program.

- Appoint, in consultation with the Program Coordinator, Mentors from among the Department faculty.
- Appoint, in consultation with the Program Coordinator and the Graduate Program Coordinator, first-year GTFs.
- Reappoint, in consultation with the Program Coordinator and Mentors, second-year GTFs.

Role of the Program Coordinator

Responsibilities

- Establish administrative and programmatic policies for the GTF Mentoring Program and meet with Mentors to review and discuss policies.
- Serve as Program administrator.
- Advise the Department Chair on the appointment of Mentors.
- Interview GTF candidates and advise the Department Chair on the appointment of first-year GTFs.
- Assign first-year GTFs to Mentors.
- Review Mentors' evaluations of GTFs and advise Department Chair on reappointment for second-year GTFs.
- Meet with GTFs to discuss topics relevant to the teaching of expository writing.

Compensation: Assignment of English 655: Practicum, a non-degree course which serves as the mentoring experience for the second-year GTFs.

Role of Mentors

Group Responsibilities

- Meet with the Program Coordinator to review and discuss general policies for the GTF Mentoring Program.
- Serve as an informal advisory committee to the Program Coordinator and to the GTFs.
- Assist the Recruitment Coordinator in interviewing GTF candidates.
- Meet with the Program Coordinator and the GTFs as a group to discuss special topics relevant to the teaching of composition.

Individual Responsibilities (of Mentors)

- Supervise and provide descriptive evaluation of GTFs assigned to Mentor.
- Serve as Instructor of Record for courses taught by GTFs assigned to Mentor during first year.
- During first year, provide course content and structure for ENG 101 and 102 (course description, assignments, lesson plans, and grading criteria, etc.) during first year.

- Work with GTFs to explain the design of these materials and to provide methods to carry out activities.
- During first year, provide course description, letter of introduction, and textbooks to new GTFs as early as possible in summer.
- During first year, meet with new GTFs at least once before the Friday that begins the Orientation Workshop.
- Remain informed about the progress of the first-year GTFs' freshman classes.
- Review and discuss with GTFs the student evaluations for each class taught.
- Visit first-year GTFs' classes at least 3 times a semester. The classes of second-year GTFs will be visited by a second-year mentor.
- Work with GTFs on special topic areas of theory and practice to be discussed at meetings of GTFs.
- Attend meetings and workshops.
- Provide GTFs assigned to Mentor with a written evaluation at the end of each semester; provide a copy of the written evaluation for Spring semester to the Program Coordinator.
- Maintain with GTFs assigned to Mentor an ongoing calendar/checklist of each team member's activities, and submit this to the Program Coordinator at the end of every semester.
- Advise the Program Coordinator and Chair on reappointment of GTFs.
- Assist GTFs assigned to Mentor in design of 101 and 102 courses during second year.
- Assume the teaching duties of GTF(s) assigned to Mentor in the event of GTF(s)' departure or dismissal and the lack of other available instructors.

Compensation: One-Course redistributed teaching time each semester.

Role of Graduate Teaching Fellows

Responsibilities for the First Year

Teach two sections of 101 or 102 each semester, thus fulfilling these basic responsibilities, governed by the departmental objectives for 101:102;

- Develop syllabus, lesson plans, assignments, and other materials and procedures of 101 and 102 classes with guidance of mentor and coordinator.
- Hold two office hours per week on two different days at different times of day.
- Schedule student evaluations in each class taught.
- Respond to student work in a timely fashion;
- Attend all class meetings; however, if an emergency arises, contact the mentor or coordinator to arrange for a substitute or alternate assignment.
- Work closely with your mentor, the coordinator, the program and the department to fulfill the responsibilities of an instructor.

- Return all university paperwork to mentor, coordinator, or departmental secretary (depending on the document) in a timely manner.
- Arrive in town no later than Thursday before Orientation Workshop to get settled and meet with Mentor.
- Maintain an ongoing dialogue with Mentor on theory and practice as related to course materials and procedures (this dialogue might include journals as well as frequent meetings).
- During the first semester, visit at least 4 ENG 101 classes, with at least 2 of these visits to the Mentor's class; during the second semester, visit at least 4 ENG 102 classes, with at least 2 of these visits to the Mentor's class.
- Invite Mentor to visit 101 and 102 classes at least once during the first three weeks of each semester and at least twice thereafter.
- Provide Mentor with a written evaluation at the end of each semester, and provide a copy of the evaluation for Spring semester to the Program Coordinator.
- Maintain with Mentor an ongoing calendar/checklist of the GTF's activities in the Program.

Participate in all program workshops and meetings.

- Prepare for and participate in meetings with GTFs, Coordinator, and Mentors.
- Prepare for scheduled conferences with Mentor.
- Participate in pre-semester workshops.
- Participate in all GTF Program activities.

Maintain your academic standing.

- Enroll in Eng 651--The Teaching of Expository Writing during the Spring semester.
- Maintain successful academic progress toward completion of requirements for master's degree. (GTFs must maintain a GPA that satisfies the Graduate College's requirements for continued enrollment.)

Responsibilities for the Second Year (GTFs)

Teach one section of 101 or 102 each semester, thus fulfilling these basic responsibilities, governed by the departmental objectives for 101:102;

- Use syllabus, lesson plans, assignments, and other materials and procedures of Mentor 101 and 102 classes.
- Hold three office hours per week on *two different days at different times of day*.
- Schedule student evaluations in each class taught.
- Respond to student work in a timely fashion;
- Attend all class meetings; however, if an emergency arises, contact the mentor or coordinator to arrange for a substitute or alternate assignment.
- Work closely with your mentor, the coordinator, the program and the department to fulfill the responsibilities of an instructor.

- Return all university paperwork to registrar, coordinator, or departmental secretary (depending on the document) in a timely manner.
- Arrive in town no later than Thursday before Orientation Workshop to get settled and prepare for the workshop.
- Maintain an ongoing dialogue with Mentor on theory and practice as related to course materials and procedures (this dialogue might include journals as well as frequent meetings).
- Observe classes being taught by other instructors, and be observed in return.
- Provide Mentor with a written evaluation at the end of spring semester.
- Maintain with Mentor an ongoing calendar/checklist of the GTF's activities in the Program.

Participate in all program workshops and meetings.

- Prepare for and participate in meetings with GTFs, Coordinator, and Mentors.
- Prepare for scheduled conferences with Mentor.
- Participate in pre-semester workshops.
- Participate in all GTF Program activities.
- Serve as informal advisor to first-year GTFs.

Maintain your academic standing.

- Enroll in Eng 655—Practicum in Teaching Writing during both semesters
- Maintain successful academic progress toward completion of requirements for master's degree. (GTFs must maintain a GPA that satisfies the Graduate College's requirements for continued enrollment.)

Program Evaluation

Overview and Purpose

All aspects of the Program need to be evaluated each year for several reasons. The most basic aim is to ensure that the Program is meeting its stated goals and that all of its members are meeting their individual responsibilities. A related goal of evaluation is to gather significant feedback on particular workings of the Program such as the Orientation Workshop, regular bi-weekly meetings, ongoing GTF-Mentor collaboration, and other aspects of training, guidance, and mutual learning which the Program strives to provide its members. All evaluations are intended to promote the growth and achievement of Program members.

Schedule of Evaluations

Each Fall, evaluations will include:

- GTF evaluation of Orientation Workshop
- GTF evaluation of regular bi-weekly meetings
- GTF evaluation of Mentors (given only to Mentor evaluated)
- Mentor evaluation of GTFs (given only to GTFs evaluated)

- Completion (by each GTF/Mentor Team) of Calendar/Checklist

Each Spring, evaluations will include:

- GTF evaluation of regular bi-weekly meetings
- GTF evaluation of Mentors (given to Coordinator)
- Mentor evaluation of GTFs (given to Coordinator)
- Mentor evaluation of Coordinator
- Coordinator evaluation of Mentors
- Completion (by each GTF/Mentor Team) of Calendar/Checklist

If you volunteer to work in the LARC, at the end of each semester, the LARC director will submit an evaluation of your work in the LARC to the GTF Mentoring program coordinator (criteria includes such things as progress toward certification, documentation of tutoring sessions, interaction with students, and punctuality and attendance). This evaluation will go into your file and be used to support recommendation letters.

Deadlines, Purposes, Procedures for GTF/Mentor Evaluation

All evaluations are due to GTFs, Mentors, and Coordinator by the last day of final exams each semester.

Purpose:

At the end of each semester, all Graduate Assistants and Mentors will be asked to step back and assess each other's work in writing: GTFs will assess their Mentor and Mentors will assess their GTFs. The purpose of this assessment is to provide feedback that will be useful to the members of each GTF/Mentor team. For spring-semester assessments only, an additional purpose is to provide the Coordinator with an assessment of each GTF and mentor in the program.

In writing and in reading these assessments, it should be kept in mind that their aim is not to make absolute judgments about others' abilities. Rather, as a group of teachers learning together, we wish to use assessment to help each other grow. In keeping with the program's spirit of open inquiry into teaching and learning, assessments should aim at describing another teacher's strengths as well as raising questions about areas of uncertainty.

Audience:

Fall-semester assessments will be given only to the person for whom they are written within each team; spring-semester assessments will be given to the person for whom they are written and also submitted to the Program Coordinator. These second, more public assessments will be used by the Coordinator and Department Chair in making decisions about future membership in the program. Assessments may also be used by Mentors in writing future letters of recommendation for GTFs; and Mentors may, if they wish, submit GTFs' assessments to their Chair in their Faculty Annual Reports.

The aim of the assessment is to take stock of ongoing conversations between the GTF and Mentor and to formalize the observations each has been making about the other. Fall assessments will be an occasion for each GTF and Mentor to reflect privately on the other's work and on work within the team; these assessments should be addressed directly to the GTF or Mentor involved, rather than being written in a third-person voice. Spring assessments, because of their more public nature, may be written in either the second or third-person voice. Out of respect for the relationship and trust between GTF and Mentor, spring-semester assessments will not be submitted to the Coordinator until they have been read by the person for whom they are written, discussed with that person, and, if necessary, revised.

Assessment Criteria

In order to guide your assessment and stimulate your thinking, a general set of criteria for assessment is presented here. Use whichever prompts you consider useful and applicable. Since this list is not definitive, feel free to address any other issues you find relevant.

Teaching

1. Effectiveness of course design or syllabus adaptation (the latter specifically for first-year GTFs, who adapt their Mentors' texts and syllabi).
2. Effective, respectful, and professional teacher/student relations.
3. Constructive and timely response to student work.
4. Effective individual teacher/student conferences.
5. Effective classroom management, creating a purposeful and positive learning atmosphere.
6. Flexibility and adaptability to changing classroom dynamics, as well as individual student needs and learning styles.
7. Pedagogical objectives and grounding principles which are both clear and realistic.
8. Objectives which meet departmental guidelines for English 101/102.
9. Ability to meet objectives and apply grounding principles in classroom practice.
10. Growth and development as a teacher.

Being a Mentor/Being a GTF

1. Effective team organization and group design (team dynamics), including preparation of courses, syllabi, and individual lessons.
2. Cooperativeness, participation, and contribution within the program.
3. Availability and accessibility to team members.
4. Timely, conscientious, and supportive visitation of team member's classes; conscientious invitation of team members to visit one's own classes.
5. Adaptability and flexibility to needs of team members.
6. Supportiveness and establishment of trust toward fellow GTFs and Mentors.

7. Ability to offer effective and timely course materials, where required, to team members.
8. Ability to offer effective and timely constructive criticism to team members.

Section Four:
The Learning Assistance and Resource Center: Its Role in the GTF Program

Radford University's LARC and the English Department's Graduate Teaching Fellowship Program have a mutually beneficial relationship. The GTFs volunteer to work in the center, attend relevant meetings, and encourage their students to use the Center. Tutors—GTF and undergraduate—agree there is great value in working with students who are writing in a variety of academic disciplines. Since the LARC serves the entire academic community, tutors at the Center experience the needs of writers outside the horizons of the English Department. In this setting, tutors come to understand the varying contexts and expectations for writing at the University, where audiences, formats, styles, and preferred contents may vary.

The LARC philosophy is based on and supports the objectives of the Radford University English Department for freshman composition courses. Tutoring sessions at the Center focus on the concept of writing as a process. We remind students of techniques they can use at various stages of their writing to generate ideas or revise what they have written. These techniques include invention, drafting, organizing, working with feedback, and editing.

As part of tutor training sessions at the Center, teachers model writing conference strategies such as reading aloud, discussing content, raising questions, and proposing revisions. Along with strengthening students' insights into their own writing processes, these conferences are intended to help students practice dialogical thinking, that inner dialogue writers carry on with potential readers as they compose and revise.

Section Five: Policies Governing GTFs' Teaching

This section elaborates on certain responsibilities listed in the preceding description of the GTF Program and explains university policies you should be aware of as a GTF. Also explained are policies that pertain to your employment by the university and to your work with students. Program policies governing such matters as office hours, absence from class, reappointment of GTFs, and the nature of regular workshops are explained here.

The following topics are covered in this section:

- I. General Responsibilities
- II. Additional Program Policies:
 - A. GTF Absence from Class
 - B. Rescheduling of Class
 - C. Substitute Teaching
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I. General Responsibilities of Graduate Teaching Fellows

The preceding section details Program policies for GTFs, Mentors, and the Coordinator. However, as a teacher and employee of the university, the GTF assumes professional responsibilities not specified earlier. This section is intended to inform Graduate Assistants of expectations and policies implicit in their professional role at the university. Your Mentor and the Program Coordinator will help you to interpret these policies. You should ask for clarification or help whenever you need it.

General expectations include:

- A. Prompt submission of information requested by university officials. Examples: schedule cards, corrected rosters, grade reports, book orders—as requested by Coordinator, Department Chair, Department Secretary, Registrar, College Dean, etc.
- B. Appropriate use of supplies and secretarial service (for instructional support).
- C. Respectful use of public spaces (such as workrooms, offices) and equipment (copiers, computers, printers).

In addition, as university employees, GTFs must:

- D. Complete the paperwork required by the Personnel and Payroll offices.
- E. Obtain the approval of the Department Chairperson for any other employment.
- F. Abide by the terms of their contracts with the Graduate College and Mentoring Program.
- G. Abide by all policies governing faculty and staff at Radford University and those policies outlined in the GTF Program Handbook.
- H. Refrain from use of alcohol or illegal drugs in offices and classrooms.

II. Additional Program Policies

A. GTFs' Absence from Class (planned or unplanned)

GTFs who anticipate missing a class due to sickness, emergency, or to attend a scholarly conference should fill out a standard RU Leave of Absence Form in the office of the departmental secretary. They should also notify their Mentor ahead of time and arrange for a substitute or other activity, in accordance with departmental policy. GTFs **should not** ask other GTFs to cover their classes for them. Only Mentors should serve as substitutes. If a GTF asks another GTF to cover a class without informing the Mentor of the absence, the former GTF will receive a reprimand from the coordinator, with a copy of the reprimand to be placed in the GTF's file.

GTFs who unexpectedly need to miss their class due to unforeseen circumstances should be sure that either the Mentor or the department secretary informs their class of their absence at the scheduled class time and explains briefly what the students should do for the next class. Sending a substitute is ideal if this can be arranged. Following your absence, a RU Sick Leave Form should be filled out (also available from the departmental secretary).

B. Rescheduling of Class

GTFs, like all instructors, are expected to meet every class, including those scheduled right before breaks. **No university class session may be “canceled”** because this implies that students are not being given required instruction. Any time you do not meet your class at the regular time and place, it is important to **“reschedule”** the class with appropriate alternative activities that all students are able to attend. For example, student-teacher conferences typically take place in the teacher’s office. Movies and other activities may take place in the library or elsewhere on campus. So long as these dates appear on your syllabus, you do not need to notify anyone of rescheduled classes.

GTFs who reschedule class on a date or in a location not listed in their syllabus should drop a brief note to their Mentor noting the change before the class meets.

C. Substitute Teaching

GTFs should not be asked by their Mentors to substitute for the Mentor. The Program wishes to protect GTFs’ time when it comes to substitution, and we want to eliminate any feeling of obligation to substitute for faculty or for other GTFs. We also wish to eliminate any feeling of obligation to substitute for other GTFs. A GTF should ask the mentor to substitute, not another GTF.

D. Reappointment of GTFs

It is expected that GTFs will meet all requirements stated in this Handbook and will perform successfully in the Program; past experience suggests that GTFs are highly dedicated to their roles as teachers and know how to perform successfully. Reappointment is, however, dependent upon compliance with all requirements of the Program.

Reappointment of GTFs is contingent on several factors. The GTF must demonstrate compliance with Program requirements, including successful academic progress towards completion of requirements for a graduate degree and a GPA of 3.0 or higher. GTFs must also demonstrate satisfactory growth as a teacher.

Reappointment of GTFs depends on a letter from the Mentor to the Coordinator during the Spring semester recommending reappointment. Typically, such letters have indicated much success by GTFs, and Mentors have had little difficulty in recommending reappointment.

GTFs who demonstrate a significant lack of compliance with these policies may have their fellowships revoked during the semester in which problems occur, and they will not be reappointed for subsequent semesters.

E. Workshops

As a GTF you will be required to attend workshops designed to help you improve your teaching skills, develop your own teaching philosophy, and communicate with your students effectively.

Workshops will be designed to encourage active discussion among the teachers in our program. GTFs will be asked to voice concerns or insights about their teaching and to examine the differing goals and practices composition teachers bring to the classroom. Subjects will be timely since they will be raised by GTFs or planned to address relevant issues such as textbook selection, approaches to the ENG 102 course, or methods of response to student writing.

You are encouraged to use these workshop meetings as occasions to reflect openly with others on the goals and practices that underlie effective teaching in composition. Active participation and an open exchange of viewpoints will allow all of us to learn about approaches we find interesting and to raise questions we consider relevant to our teaching.

Mentor Program Contract

As you begin working in the Mentor Program for Graduate Assistants, your Mentor and the Program Coordinator will clarify any questions you may have concerning your role as an instructor and how to fulfill it. You will be assigned a Mentor as soon as possible, and that person will contact you by the end of June with a letter of introduction and a course description. In addition, during the summer you will receive a brief “Overview of Expectations for First-Year GTFs”; a Program Handbook will also be mailed or given to you as soon as the new edition is ready. Until then, we ask that you recognize several basic obligations as a member of the Program:

1. As an instructor in the Program, you will be expected to abide by all policies of the GTF/Mentor Program Handbook, the RU Faculty/Staff Handbook, and the English Department. Any time you have questions concerning policies, from now until you graduate, please ask your Mentor or the Coordinator.
2. You will be expected to be in contact with your Mentor over the course of the summer. This will include **receiving a course description** from your Mentor, **responding to your Mentor’s letter of introduction** in some way, and **planning to meet your Mentor no later than the week preceding the Orientation Workshop**. Please notify me if you have not been contacted by your Mentor and given a syllabus by the end of July.
3. You will be expected to arrive in town no later than the Thursday in August before orientation, so that you will be settled and able to meet with the program at its first meeting on that Friday. **You are expected to be present for the entire workshop. Any exceptions must be justified, in writing, to the GTF Program Coordinator,**

who will then decide whether to grant an exception. When scheduling activities for the month of August, schedule the workshop first, and then schedule other activities around it.

4. You will be expected to provide the Coordinator (and Mentor, when assigned) with an updated mailing address over the summer, to insure that you will receive necessary mailings from your Mentor and the Coordinator
5. You will be expected to complete two years of teacher training and to teach courses for two years at Radford University. This training includes your regular participation in meetings of your Mentor Team, as well as regular meetings with other members of the Program. In light of the training you receive the first year, your course load will be lighter each semester (one course). The second year, **you will be expected to return and teach two courses each semester.**

III. University Policies

A. Office Hours

You are required to have two scheduled office hours per week your first year and three your second year. At these times you will be available to meet with students. You must schedule these hours at two different times to minimize conflicts with students' schedules. For example, if you schedule office hours on Mondays and Wednesdays, don't set them for 1:00 p.m. to 2:00 p.m. on both days. If one of your students has another class scheduled Monday, Wednesday, and Friday from 1:00 p.m. to 1:50 p.m., he or she won't be able to meet with you unless special arrangements are made.

List these office hours in your syllabus with your telephone number and office location in order to encourage communication between you and your students and make it easier for them to contact you. Also, be sure to post your hours on your office door or in your desk area, so that students looking for you in person or by phone can be informed of the hours when you will be available.

B. Honor Code and Plagiarism

It is essential that you stress the importance of Radford University's Honor Code, and, in particular, the seriousness of plagiarism. You are required by the University to include in your syllabus the following statement:

By accepting admission to Radford University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violations of academic integrity will not be tolerated. This class will be conducted in strict observance of

the Honor Code. Refer to your Student Handbook for details.

Encourage students to become familiar with the Honor Code (pp. 49-51 in the Student Handbook).

Finally, explain in detail how to cite quotations, paraphrases, and borrowed information. Because it is so difficult to check every item students cite, you should have students turn in copies of their sources with their assignments: for example, a copy of the magazine article they referenced or the page of the book they quoted from. This method reduces the likelihood of plagiarism and makes students more aware of the importance of accurately citing their sources. Also, asking students to submit their draftwork along with their essays deters plagiarism.

C. Grading and Attendance Policies

As an instructor, you are responsible for making sure that all academic policies are clearly defined, especially grading and attendance policies. These policies should be defined at the beginning of the semester; they constitute a binding agreement and may not be changed by faculty during the semester.

During the first week of each course, you will inform students of the attendance policies for your class. Class attendance policies are determined by the instructor and should allow for a reasonable number of absences which are required due to documented official university-sponsored activities, illness, and other emergencies. It is the student's responsibility to make arrangements which are acceptable to the instructor to make up for work missed during the student's absence from class. Official university sponsored activities include, but are not limited to, those events which students attend as official delegates funded by the university or in which they represent a university-funded all-campus organization, intercollegiate athletic team, or performing group, and academic course related field trips in which participation is mandatory as approved by the appropriate academic dean.

Although assigning grades to students' writing may be the most difficult of your tasks as a teacher, you will gain confidence in your judgments of student performance as you gain experience. You will receive invaluable guidance from your mentor as you assign grades to student work. Whatever grading scheme you use, grades should reflect announced standards or expectations for each assignment, and you should make every attempt to be both consistent and rigorous in your grading. During your GTF experience you should frequently seek your mentor's opinion of your grading practices on individual papers as well as class assignments; thus you will increase

your confidence and insure conformity of your grades with departmental practice.

D. Midterm Grades

Each semester you will need to assign a midterm grade to all your freshmen and to any other student on academic probation. Even though these grades do not become part of students' academic records, the university considers them important—as a way to alert students doing unsatisfactory work early enough for them to improve their performance. Therefore you need to have evaluated some of your students' work before these grades are due, and you need to “submit midterm grades that are valid indicators of students' progress in the course to that date” (Dr. Charles Owens, former Vice President for Academic Affairs, memo of August 20, 1991).

E. Final Examination Policy

You must abide by the university's final examination policy which states: Faculty are to give exams where and when scheduled. Do not combine classes or change the class exam time. Changes of exam time for individual students are at the discretion of the faculty member teaching the course. If an exam is changed for an individual student, the faculty member must file a change form with the department chair.

Because you may wish to assign take-home essays rather than papers or tests to be done during the exam time, some meaningful, significant final activity such as student conferences is a permissible alternative to an exam. Whatever activity you plan during the exam time, you must be available to students during the scheduled exam time.

F. Use of Student Papers

You should consider a student's paper as his or her property. Several ethical principles should govern your use of student work. Although not sworn to an oath of confidentiality as doctors are, composition teachers generally adhere to a principle of confidentiality regarding the contents of a student's paper. You should be very cautious about revealing the content of a student paper; you should consult with your mentor or the program coordinator when any question arises.

For example, if a student reveals what appear to be suicidal or psychotic feelings in a piece of writing, you will probably want to contact the Counseling Center, but consult with an experienced faculty member first.

Also, issues of privacy and ownership are involved when you use student papers as models in the classroom. You should always acquire the writer's

permission before using his or her paper. You could ask for that permission on an individual or a class basis. Consult your mentor for help with acquiring student releases.

G. Grade Appeal Policy

Students rarely appeal course grades; nevertheless, it is important to understand the policy in case this happens. The best way to avoid any grade conflicts is by telling your students what will be expected of them and how they will be evaluated. Talk to your mentor about grading criteria. Then establish a specific grading scale by determining how many assignments will be given and how much each one will count towards the students' final grades. Most importantly, discuss these requirements with your students and include them in your syllabus.

The university's grade appeal policy applies only to a student's final grade in a course. If a student is not satisfied with a final grade you have given, he or she may appeal it. Appeals are only successful if the student can prove that the grade was based on something other than the student's performance in the course, that the standards of the course were applied unfairly among the students in the class, or that the grades are based on standards that were "significant, unannounced and unreasonable departures" from the syllabus. The student must submit a written statement within 10 days of the semester following the one for which the grade in question was given (excluding summer sessions). For example, if a student is dissatisfied with a grade earned in the fall semester, that student has until the tenth day of the following spring semester to appeal it. Similarly, a student appealing a grade given in the spring must submit a written appeal within the first 10 days of the following fall semester. You must respond to this statement within five (5) school days. Procedures are detailed in the Student Handbook.

H. Harassment Policies

Harassment is a serious and complex matter which needs to be understood by all instructors at a university. Most typically we hear of sexual harassment, but harassment can involve other behaviors involving repeated intimidation, disrespect, or interference with one's academic, work, or living environment.

It is also important for instructors to realize that harassment may be perceived in various settings. In the classroom, students must be free from harassment by faculty; and faculty members have the right not to be harassed by disruptive students. Outside the classroom and among colleagues, the same expectations apply. Graduate Teaching Fellows have the right to expect a work environment free from harassment by other

Graduate Teaching Fellows, by their students, and by their own teachers.

Sensitivity to the perceptions of those we teach and work with is essential in maintaining both a good rapport with others and an environment that is free from feelings of harassment.

In order to clarify these matters, you should read carefully Radford University's Sexual Harassment Policy. It appears on the following pages.

In situations where a GTF feels harassed by a student, it is important to address the problem with your Mentor as soon as possible. Typically, Radford students are cooperative and respectful toward their instructors and fellow students. However, if you should encounter a student who repeatedly disrupts class or acts provocatively toward you or your students, inform your Mentor so that you can work together to address the matter. It is advisable to begin documenting the dates and behaviors of the harassment as soon as possible, so that a pattern of inappropriate behavior (and your response to it) can be demonstrated. Any GTF experiencing harassment can rely on their Mentor to be an advocate in addressing and resolving the problem with the student or, if necessary, with the administration. Past experience of GTFs and Mentors provides a clear model of appropriate procedures to be followed.

IV. Classroom Management and Authority

It is important to maintain a classroom environment that enables teaching and learning. Maintaining such an environment requires the recognition by both instructor and students of appropriate and inappropriate behaviors. As the person responsible for what happens in the classroom, it is your responsibility to establish an appropriate level of authority over the class. While it is inadvisable to take a dictatorial approach to teaching, it is also unwise to be too lax in maintaining your control of the classroom. Maintain your boundaries. You are no longer just a student. You are now an instructor.

As graduate students, you may find that establishing and maintaining authority in the classroom is difficult for you. In particular, gender and age can affect the degree of authority that students grant you. If you are young, students may wish to treat you as a friend rather than an instructor, and you yourself may be uncomfortable being treated as an authority figure by students only a few years younger, or even older, than you are. While your authority is rooted in your position as the instructor of the class, certain choices you make can bolster or limit the authority you have over your class. These choices include how you ask students to address you and the clothing you wear, both of which are important aspects of how you present yourself.

A. Clothing and grooming as foundations for authority

Strive to maintain a professional appearance when dressing on a day that you will be teaching. Wear an outfit that meets a "Business Casual" standard of dress. The more closely your wardrobe matches the dress of your students, the less authority you will have over them.

B. Punctuality

Arrive at your classroom at least five minutes before the beginning of class. Students resent late instructors, and this issue has shown up on student evaluations of GTFs. Furthermore, beginning on time with a clear plan for the period sets the tone for the class. Avoid letting students go early if at all possible by maintaining a set of activities and handouts to be used if the planned material falls short of the complete time.

C. Consistency

Some students will ask for special treatment with regard to late work and absence policies, but if you give in to these requests, other students may resent you for applying your policies inconsistently. Consult with your mentor if a student seems to have a valid reason for requesting an exception to existing course policies.

D. Disruptive Behavior

You may find yourself in a situation in which one or two students are causing problems which interfere with the normal functioning of the class. It is important to distinguish between intentional and unintentional disruptive behavior. Students who are intentionally disruptive are deliberately interfering with the class dynamic. They may challenge your authority, perhaps resenting having someone of your age and/or gender in authority over them, or they may express other frustrations in their lives through their classroom behavior. Students with poor social skills due to learning disabilities and/or mental health issues may be unintentionally disruptive through a misunderstanding of or inability to follow usual classroom etiquette. They may interrupt in order to ask inappropriate questions at inappropriate times or move around the classroom in a distracting manner. Lack of malicious intent, however, does not mean that disruptive behavior should be permitted to continue.

The following steps should be taken when disruptive behavior happens in your class:

1. Whenever disruptive behavior occurs during a class period, document it in your teaching journal.
2. If it continues, consult your mentor to develop strategies for coping with the behavior.

3. The mentor should observe the class in which the behavior takes place.
4. If the behavior continues to escalate, a meeting should be scheduled with the student, the GTF and the mentor to work out a contract establishing acceptable behavior. Copies of the contract should be distributed to the following parties: the student, the GTF, the mentor, the GTF program coordinator, the department chair, and, if appropriate, the Disability Resource Office director or the Dean of Students.
5. If the student fails to adhere to the contract, it may be necessary to refer the case to the Dean of Student for possible consideration by the Conduct Court.
6. If the behavior becomes threatening, whether to the instructor or to other students, gauge the level of threat. If the student's behavior is violent, contact campus police immediately and then contact the program coordinator. The program coordinator will then contact the department chair, mentor and Dean of Students office. If the threat is verbal with the possibility of escalating to a direct physical threat in the future, dismiss class and immediately contact the program coordinator. The program coordinator will then contact the department chair and Dean of Students office, as well as campus police, if deemed appropriate.

Radford University's Sexual Harassment Policy

POLICY STATEMENT

Radford University is committed to creating and maintaining a work and study environment which is free of objectionable and disrespectful conduct and communication of a sexual nature that interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive work, academic, or living environment.

In compliance with Section 703 of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the University will not tolerate any verbal, nonverbal, or physical behavior which constitutes sexual harassment by employees of the University in connection with their employment. The term "employee" refers to any faculty, staff, or graduate student employee. All other cases of alleged sexual harassment in which the violation is committed by a student are adjudicated by the University's student judicial system. Violations of the policy prohibiting sexual harassment may lead to disciplinary actions, including reprimands, suspension, or termination of employment or academic status.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when at least one of the following conditions is met:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic success.
- B. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions.
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, academic, or living environment.

Examples of Sexual Harassment

Examples of physical and verbal conduct which may constitute sexual harassment are:

- A. Physical assault.
- B. A direct or implied threat that submission to sexual advances will be a

condition of employment, promotion, grades, etc.

- C. A direct proposal or subtle pressure for sexual activity.
- D. A pattern of conduct causing discomfort or humiliation, e.g., unnecessary touching or remarks of a sexual nature, including comments about dress, jokes, or anecdotes.

Consensual Relationships

Consenting romantic and sexual relationships between employee and student, or between supervisor and supervisee, while not expressly forbidden, are generally deemed very unwise. An employee who enters into a relationship with a student, or a supervisor with a supervisee, where a professional power differential exists, must realize that, if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to prove mutual consent as a grounds for defense.

COMPLAINT PROCEDURES

Employees and students who believe they may have been sexually harassed, but are uncertain as to whether a complaint is justified or whether they wish to initiate a formal complaint, may find it helpful to discuss their concerns confidentially and informally with the Director of Personnel/Equal Opportunity (EO). Students may also consult a staff member of the Center for Counseling and Student Development or the Office of the Dean of Students. NOTE: For purposes of this policy, any responsibility designated for the Director of Personnel/EO may also be performed by the EO Coordinator.

If an individual has a complaint of sexual harassment, it is recommended that the offended individual first inform the alleged offender about the unwelcome behavior. If the alleged offender does not change the unwelcome behavior after being informed, or if the offended individual is uncomfortable about approaching the alleged offender, the procedure specified in this policy for filing a complaint should be followed.

Personnel with supervisory responsibility are required to take immediate and appropriate action when incidents of sexual harassment or possible sexual harassment are brought to their attention in writing. These individuals will contact the Personnel/EO Office for guidance.

Use of this grievance procedure is not a prerequisite to filing a complaint with an agency outside the University. However, if there is an investigation by an external source, the University may choose to terminate its internal investigation. In addition, individuals may elect to use the University's Discrimination Complaint Procedures for issues of sexual harassment that constitute discrimination.

Because of the sensitive nature of situations involving sexual harassment, and in order to assure efficient and confidential resolution of these issues while preserving the

rights of all affected persons, the University has established the following procedure to address sexual harassment complaints against employees of the University. Specific time limitations stated in this policy may be extended by mutual agreement or by extenuating circumstances.

A. Informal Procedure

1. Employees and students who feel they have been victims of sexual harassment are urged to contact the Director of Personnel/EO at 704 Clement Street for a confidential interview. The telephone numbers are 703-831-5421 for voice; 703-831-5128, hearing impaired.
2. The Director will schedule an interview at the earliest convenience of the alleged victim, but ordinarily no later than 10 work days after the alleged victim has contacted the Director.
3. The Director will listen to the complaint and assist the complainant in clarifying his/her experiences. If appropriate, the Director will advise the complainant of his/her options, including options outside the University's internal complaint procedures:
 - a. A student or employee may initiate the University's internal complaint procedure by filing a complaint in writing with the Personnel/EO Office. A complaint should be filed as soon as possible after the event or action giving rise to the grievance.
 - b. A student may file a formal complaint with the U.S. Department of Education, Office for Civil Rights. Such a complaint must be filed within 180 days from the date of the occurrence of the alleged sexual harassment, unless the time for filing is extended for good cause. If the University's internal complaint procedure is used, the complainant must file with the Office for Civil Rights within 60 days of the last act of the University's internal complaint procedure.
 - c. An employee may file a formal complaint with the U.S. Equal Employment Opportunity Commission or the Commonwealth's Office of Equal Employment Services. Such a complaint must be filed within 180 days of the occurrence of the alleged sexual harassment.
 - d. A classified employee may file a complaint of sexual harassment through the State Employee's Grievance

Procedure. Such a complaint must be filed within 30 days of the occurrence of the alleged sexual harassment.

4. The alleged offender will be informed of the allegations. The appropriate vice president or Executive Assistant to the President may be included in a meeting with the alleged offender. Under no circumstances will the complainant be required to meet with the alleged offender.
5. Efforts will be made to resolve complaints informally whenever informal resolution appears possible. If the University determines that an informal resolution is not possible, or if attempts to achieve such informal resolution do not succeed, the alleged offender will be informed of the formal procedure, as described in Part B.
6. If the complainant is satisfied with the outcome, then no further action is required.

B. Formal Procedure

1. Where informal resolution is not achieved or attempted, the complaint will be dealt with as a formal accusation and heard by a panel. Within 10 work days of the decision to deal with the complaint as a formal accusation, the Director of Personnel/EO will organize a panel to hear the complaint.
2. The review panel will consist of three members from the University community. Each party will select a panel member. The third member will chair the panel and will be selected by the vice president of the division in which the accused is an employee or by the Executive Assistant to the President, if the accused is employed in a department that reports to the President. To ensure an impartial panel, no member may have had prior involvement in the investigation of the complaint; have direct or indirect supervisory responsibility for either party; or be in a direct or indirect subordinate position to either party.
3. The panel will hold the hearing within 15 work days after all its members have been selected and will render its decision within 10 work days of the conclusion of the hearing. Standard, written instructions will guide the conduct of the panel hearing.
4. Both parties and appropriate witnesses may present evidence to the panel. Based on the evidence presented, the panel will decide by majority vote whether sexual harassment has occurred and report its decision in writing to the appropriate vice president with a

notice to the Director of Personnel/EO. The Director of Personnel/EO will ensure that the complainant and accused are informed in writing of the panel's decision. If there is a finding of discrimination, the vice president will take appropriate action which may include imposing sanctions or recommending sanctions to the appropriate supervisor or to the President, depending on the seriousness of the offense and whether the accused is a classified staff or faculty member.

5. The complainant or accused may appeal the results of the formal procedure in writing to the President. The President may refer the appeal decision to another individual or group, when appropriate. The appeal must be made within three work days of notification of the results of the formal procedure. A decision regarding the appeal will be made as soon as possible, but normally no later than 10 work days after the written appeal is received.
6. If the panel, or the President on a subsequent appeal, finds that there is no validity to the complaint, all members of the University community who have been involved in the investigation will be informed in writing by the Director of Personnel/EO.

Retaliation Prohibited

This policy seeks to encourage students and employees to express freely, responsibly, and in an orderly way any problem or complaint of sexual harassment. Any act of reprisal, interference, restraint, or penalty—overt or covert—against a student or an employee who has filed a complaint or participated in the complaint process is prohibited. Such acts in themselves constitute a violation of the sexual harassment policy and will be dealt with under the provisions of this policy.

Frivolous or False Charges

This policy will not be used to bring frivolous or malicious charges. Disciplinary action under the appropriate personnel policies or provisions of the Student Conduct Code concerning misconduct shall be taken against any person bringing a known false charge of sexual harassment.

Confidentiality

Strict confidentiality by all parties involved is a requirement of this policy. The Personnel/EO Office and the panel will release information concerning the complaint and the parties involved only on a need-to-know basis.

Records Maintenance

The Director of Personnel/EO will be responsible for contacting in writing all supervisory personnel involved in investigations to request that all records of complaints and investigations (including photocopies) be sent to the Personnel/EO Office for maintenance and that all relevant computer files be purged. All records are confidential

and will be kept on file for three years, in compliance with state and federal requirements.

Responsibilities

The Director of Personnel/EO has the responsibility for implementation and administration of this policy.

If a person having responsibility under this policy is the alleged offender, the President will designate an individual to exercise that person's authority.

Responsibility for a comprehensive training program will be coordinated by the Director of Personnel/EO. The program will include awareness training for administrators, faculty, staff members, and students. Student programs will be coordinated through the Office of the Vice President for Student Affairs; faculty programs through the Office of the Vice President for Student Affairs; faculty programs through the Office of the Vice President for Academic Affairs; and staff programs through the Personnel/EO Office.

Teaching English 101:102: English Department Guidelines

Both English 101 and 102 are expository writing courses designed to teach students strategies useful in college-level assignments. The courses emphasize explanatory and argumentative writing. They should:

- prepare students for writing in other college courses and in their later careers;
- require much writing from students;
- emphasize writing as both a process and a product, as both a means of learning and a means of formal communication;
- provide instruction and practice designed to help students develop greater control over the processes of their own writing;
- develop students' working knowledge of the rhetorical principles of subject, logic, audience, and purpose;
- emphasize standard usage and correct spelling and punctuation in finished writing.

You should use the department syllabus that follows to guide you in the design and management of your 101 and 102 classes. This syllabus describes the nature of the two courses, sets forth general requirements for students, and defines the objectives each course should achieve. You are free to determine your own methods for achieving these objectives. For example, in order to achieve the first 101 objective (writing and learning) one instructor might require multiple drafts of a paper while another might require several different invention strategies in preparation for a paper. Likewise, instructors design quite different research assignments for their 102 students, including I-Search papers (research on a personal topic plus a narrative of the research process) and "Birthday Papers" (report on events contemporary with a student's birthday) as well as more traditional investigative or critical papers. However, argument should always play a role in the construction of the research assignment

Despite the use of different assignments and methods, all sections of 101 and 102 are to help students achieve at least these specific objectives, thus assuring consistency and continuity across sections.

Purpose of English 101:102

The purpose of English 101:102 is to help students become confident and competent readers and writers. They should understand the close relationship between reading and writing. They should become experienced in using thinking and writing strategies that will allow them to generate ideas, synthesize complex information, organize ideas and information, and revise their writing. They should have a working knowledge and understanding of how subject, logic, audience, purpose, and context provide choices and constraints for the writer of any text. They should know how to read college-level material accurately, make valid inferences from their reading, and communicate their understanding logically in writing and speaking. In both 101 and 102, students will have several opportunities to write essays that receive instructor response.

In keeping with the profession's current understanding of the interrelatedness of all language processes, English 101 and English 102 incorporate reading, writing, and speaking (e.g., discussion, reporting, small-group activities, conferencing, reading aloud). Students should also realize that the classroom is not an artificial boundary, that college is part of a larger complex society, and that reading and writing are acts of inquiry that will help them understand and influence their world.

ENGLISH 101: In English 101 students should take responsibility for the writing process by generating their own topics, by using writing to discover and compose meaning, by showing awareness of audience and purpose, and by deciding where revision and editing are appropriate.

English 101 should focus on students' exploring and communicating their own ideas about a variety of subjects, including but not limited to personal experience. Students should use both narrative and non-narrative strategies of development.

ENGLISH 102: Although English 102 emphasizes writing that is more academic and research-oriented, students should understand the value of personal knowledge, observation, and experience in such writing. English 102 thus extends the emphasis in English 101 on thinking through writing through the use of logic, argumentation, and analysis.

Students should be able to read different types of texts, including literary and non-literary texts. Readings are integral to the course as a means of exploring ideas, as models of various types of writing, and as a way of understanding and assessing perspectives on a subject. Students should acquire and develop a broad range of information-finding skills. They should write critically and analytically. They should write essays in which sources are accurately and honestly represented, effectively synthesized with their own original thinking, and appropriately documented.

Learning Objectives for English 101:

Objective #1 -- Writing and Learning

At the end of English 101, students should be able to use writing as a process of discovery, composing, and learning.

This ability will be demonstrated by the students engaging in repeated attempts at making meaning of their subjects, whether these attempts take the form of progressive drafts or other writing activities.

Objective #2 -- Invention

At the end of English 101, students should be able to generate topics and substantive content for short essays.

This ability will be demonstrated by the students' writing in exploratory ways about the topic, audience, purpose, focus, and content of their essays.

Objective #3 -- Rhetorical Context

At the end of English 101, students should be able to write an essay governed by audience and purpose and be able to identify that audience and purpose.

This ability will be demonstrated by

- the student's developing a paper which fits the content, organization, and level of language to the needs and expectations of the audience, consistent with the purpose of the essay; and
- the student's identifying the specific intended audience and purpose of the essay.

Objective #4 -- Revision

At the end of English 101, students should be able to use revision as a way to make their essays significant, unified, and coherent.

This ability will be demonstrated by the students' adding, deleting, or rearranging substantive material in the drafts of their essays; reconstructing the logical transitions between major concepts; and changing diction and phrasing to alter tone, style, and readability.

Objective #5 -- Editing

At the end of English 101, students should be able to edit their writing to conform to standard English usage and mechanics.

This ability will be demonstrated by the student's writing a final draft that is relatively free of errors in the following areas:

- subject-verb agreement
- fragments
- comma splices
- fused sentences
- logical tense sequence
- pronoun agreement
- commas, semi-colons, colons, end punctuation
- mechanical errors of parallelism
- pronoun case

- apostrophes
- omission of word endings
- spelling and typing.

Learning Objectives for English 101 (cont'd.)

Objective #6 -- Paragraphs

At the end of English 101, students should be able to create a unified, developed paragraph.

This ability will be demonstrated by the students' writing paragraphs

- which are unified by some pattern of development (e.g., question-answer, problem-solution, topic-illustration) or purpose (e.g., narration, process, description, classification, analysis, definition, comparison/contrast, example);
- which are made coherent by such devices as transitions between sentences, pronoun reference, repetition of key words or ideas, and parallel structure; and
- in which each sentence in the paragraph contributes to the purpose of the paragraph.

Objective #7 -- Focus

At the end of English 101, students should be able to select and order information into a focused essay.

This ability will be demonstrated by the students'

- selecting information which meets the writer's purposes and the reader's needs;
- discovering relationships in the information and shaping it into a coherent whole;
- incorporating to some degree outside information and introducing the concept of documentation of sources; and
- selecting a title for the essay that reflects its central meaning(s).

Objective #8 -- Thesis

At the end of English 101, students should be able to create a 500-word essay that supports a thesis.

This ability will be demonstrated by the students'

- creating a thesis statement (as opposed to a topic of a question or a purpose statement);
- generating and selecting information that supports, explains, or illustrates the thesis statement;
- writing a coherent essay governed by the thesis;
- identifying the thesis of one of their own essays; and
- outlining one of the student's own thesis essays.

Goals and Objectives for English 102:

Although English 102 emphasizes writing that is more academic and research-oriented, students should understand the value of personal knowledge, observation, and experience in such writing. English 102 thus extends the emphasis in English 101 on thinking through writing.

Students should be able to read different types of texts, including literary and non-literary texts (preferably non-literary, as English 102 is not a literature course). Readings are integral to the course as a means of exploring ideas, as models of various types of writing, and as a way of understanding and assessing perspectives on a subject. Students should acquire and develop a broad range of information-finding skills. They should write critically and analytically. They should write essays in which sources are accurately and honestly represented, effectively synthesized with their own original thinking, and appropriately documented.

Goals of English 102

At the end of English 102, students should be able to fulfill the objectives of English 101 satisfactorily.

In addition, they should be able to use reading, writing, speaking, and research as processes to discover, compose, learn, and communicate, which means that they will use reading, research, speaking, and writing to discover and define their own perspectives on subjects of inquiry; use research, speaking, and writing to recognize and convey others' perspectives on subjects of inquiry; use reading, research, speaking, and writing to locate their individual perspectives on a subject in relation to the perspectives of others; use reading, research, speaking, and writing to understand the systems of beliefs, knowledge, and values that underlie their own perspectives and the perspectives of others.

Learning Objectives for English 102:

Objective 1--Critical Reading and Writing

At the end of English 102, students should be able to read critically and analytically the writing done for a variety of audiences and purposes inside and outside the university. This ability will be demonstrated by students speaking and writing to analyze, interpret, and evaluate a variety of types of texts with an emphasis on the evaluation and construction of valid arguments.

Objective 2--Analysis of Writing Contexts

At the end of English 102, students should be able to recognize and analyze the audience, purpose, subject, and context of various types of writing, including their own. They should come to understand general differences among writers' stances toward their subjects, writers' stances toward their audiences, and styles of writing in different writing contexts (e.g., genres, disciplines, publications).

This ability will be demonstrated by the students'

- examining writing done in various contexts;
- explaining how rhetorical features (e.g., diction, register, tone, point of view,

voice, organization, strategies of development) influence the effectiveness of the writing and reflect writers' different relationships with their material and with their audiences.

Objective 3--Research Processes and Skills

At the end of English 102, students should know processes of research and be able to report research through various kinds of written and oral discourse.

This ability will be demonstrated by the students'

- discovering or defining topics of inquiry which require exploration through writing and research;
- identifying and assessing oral and written sources relevant to the students' purposes for inquiry and purposes for writing;
- acquiring relevant information through observation, interviews with informants, and investigation of printed sources;
- synthesizing information from various sources and integrating it with the students' own ideas;
- reporting about research findings at various stages of the research process;
- composing written products for specific audiences using norms, conventions, and documentation of sources suitable to the writing context;
- demonstrating integrity in their presentation of their own and others' ideas and words.